RELATIONSHIP BETWEEN ATTITUDE, MOTIVATION AND OCCUPATIONAL TASK PERFORMANCE IN TEACHING ENGINEERING DRAWING AMONG TECHNICAL EDUCATION TEACHERS IN NIGERIA

BASHIR HASSAN

A thesis submitted in
fulfilment of the requirement for the award of the
Doctor of Philosophy

Faculty of Technical and Vocational Education
Universiti Tun Hussein Onn Malaysia

February, 2018.

This work is dedicated to my beloved wife Binta Yakubu and my beloved children, Hauwa'u, Shuaibu, Aliyu, Salamatu, Ahmad and Nana-A'ishatu who have inspired me and given me the strength to the end of this journey. Without their love, endless prayers, patience, understanding and support, I would not have been able to devote so much time and effort to my research.

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the merciful. Alhamdulillah, all praise is to ALLAH (SWT) for the wisdom, courage and strength given to me in the cause of carrying out this research programme. I wish to express my immense and profound gratitude to my supervisor Professor Dr. Maizam Binti Alias, for her thoughtful and expertise suggestions at various stages of this work up to its logical completion. I also like to appreciate the effort of Assoc. Prof. Dr. Halizah Binti Awang, Dr. Kahirol Bin Mohd Salleh for their supports and encouragements to the completion of my research programme. It was their guidance and directions put together that made this thesis a reality.

My special appreciation goes to Dr. Usman Ladan Kurya, Dr. Bala Ishiyaku and Mohammad Ishaq for their invaluable assistance and directions that paves the ways to the ideas used in this study. My heart-felt gratitude goes to Ustaz Dauda Muhammad Mshelizah for his moral support, advices and kind overseeing of my family throughout my absence. I also want to acknowledge the contributions of the Lecturers of Schools of Technical Education (SOTE) from the six tertiary institutions (Federal Colleges of Education (Technical) (FCETs), Bichi, Gombe, Gusau and Potiskum; College of Education (COE) Mina, and Kaduna Polytechnic) that participated in this study. I wish to appreciate the assistances of Ali Garba Rishi, Aliyu Sabo, Dr. Mustapha Gambo and Iliyasu Hussein in this study. Thank you all for the assistance, kindness and encouragement given to me during my study.

Last but not least, once again I thank the managements of TETFUND and Federal College of Education (Technical), Gusau for providing me the opportunity and financial support to undertake my Doctoral studies at the Universiti Tun Hussien Onn Malaysia. Finally, I thank Almighty Allah **"ALHAMDULILLAH"**, the Lord of the universe for His abundant grace and special favour granted me to write this thesis. Ultimately, whatever good is derived from this piece, all praise is due to Him but any error contained therein is my own and are highly regretted.

ABSTRACT

Engineering Drawing is a communication tool in the technical and engineering fields. Teachers in technical education institutions in Nigeria however, have not been successful in teaching Engineering Drawing, as indicated by the consistently poor performance of students in Engineering Drawing over the years. Literatures from organisational psychology indicate that attitude and motivation are two factors that can affect performance. Therefore, the purpose of this study was to investigate how much attitude and motivation influence teachers' occupational task performance in teaching Engineering Drawing among the Nigerian technical teachers. It was postulated that teacher' overall attitudes and attitudinal components; overall motivation and its elements have influence on their occupational tasks performance in teaching Engineering Drawing. A cross-sectional survey design was used with three instruments developed (teachers' attitude scale, teachers' motivation scale and teachers' performance scale) to collect data on attitude, motivation and performance towards teaching Engineering Drawing. Two hundred and thirty-two (232) respondents were selected from technical education teachers who were teaching Engineering Drawing courses in six tertiary technical education institutions in Northern Nigeria. Structural equation modelling method was used to validate the proposed causal model. The findings provide empirical evidence for the significant influence of teachers' attitudes and motivations on their occupational task performance in teaching Engineering Drawing. The findings also indicate that all attitudinal and motivational components, with the exception of the cognitive component of attitude, influence performance in teaching Engineering Drawing. Despite their influence on teaching performance, attitude is not found to be associated with motivation. The study concludes that both attitude and motivation play important roles in ensuring effective teaching performance of Engineering Drawing teachers in tertiary technical institutions in Nigeria.

ABSTRAK

Lukisan Kejuruteraan merupakan alat komunikasi dalam bidang teknikal dan kejuruteraan. Walau bagaimanapun, para pengajar di institusi pengajian tinggi teknikal di Nigeria masih belum mampu mengajar Lukisan Kejuruteraan dengan berkesan, berdasarkan pencapaian yang konsisten rendah dalam kalangan pelajar dari dahulu hingga kini. Literatur daripada psikologi organisasi menunjukkan bahawa sikap dan motivasi sebagai dua faktor yang boleh memberi kesan kepada prestasi. Oleh itu, tujuan kajian ini adalah untuk menentukan sejauh mana sikap dan motivasi mempengaruhi prestasi kerja pengajar teknikal Nigeria dalam mengajar Lukisan Kejuruteraan. Andaian kajian ini adalah; keseluruhan sikap dan komponen sikap pengajar; keseluruhan motivasi dan unsur-unsurnya boleh mempengaruhi prestasi kerja mereka dalam pengajaran Lukisan Kejuruteraan. Reka bentuk tinjauan keratan lintang telah digunakan dengan pembangunan tiga instrumen (skala sikap pengajar, skala motivasi pengajar dan skala prestasi pengajar) untuk mengumpul data bagi sikap, motivasi dan prestasi dalam pengajaran Lukisan Kejuruteraan. Seramai dua ratus tiga puluh dua (232) responden telah dipilih dalam kalangan pengajar pendidikan teknikal yang sedang mengajar kursus Lukisan Kejuruteraan di enam buah institusi pengajian teknikal di Utara Nigeria. Kaedah pemodelan persamaan berstruktur telah digunakan untuk mengesahkan model penyebab yang dicadangkan. Dapatan kajian ini memberikan bukti empirik bagi pengaruh sikap dan motivasi pengajar yang signifikan terhadap prestasi kerja dalam pengajaran Lukisan Kejuruteraan. Dapatan kajian ini juga menunjukkan bahawa semua komponen sikap dan motivasi, kecuali komponen kognitif bagi sikap, mempengaruhi prestasi kerja dalam pengajaran Lukisan Kejuruteraan. Walaupun terdapat pengaruh sikap terhadap prestasi pengajaran, tiada kaitan antara sikap dengan motivasi. Kesimpulannya, kedua-dua sikap dan motivasi memainkan peranan penting ke arah memastikan prestasi pengajaran berkesan dalam kalangan pengajar Lukisan Kejuruteraan institusi pengajian tinggi teknikal di Nigeria.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF SYMBOLS AND ABBREVIATION

ED	Engineering Drawing
B.Ed (T)	Bachelor of education Technical
HND	Higher National Diploma
PhD	Doctor of Philosophy
NPE	National Policy on Education
NCE (T)	Nigeria Certificate in Education (Technical)
NCCE	National Commission for Colleges of Education
NABTEB	National Business and Technical Examination Board
TVET	Technical and Vocational Education and Training
FCET	Federal Colleges of Education (Technical)
FGN	Federal Government of Nigeria
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
SEM	Structural Equation Modelling
AMOS	Analysis of Moment of Structures
SPSS	Statistical Package for Social Science

LIST OF APPENDICES

CHAPTER 1

INTRODCUTION

Education is a fundamental sector in promoting the growth and development of a nation (Kingdom & Maekae, 2013) as through education human resources are produced. In stressing the importance of education, Dominic, Joshua, & Jide (2015); Hanushek & Wößmann (2007) stated that a developed or educated society is one that has enough human resources and each individual person occupies his or her rightful position to contribute to the growth of his society. Thus, education is perceived as an indispensable tool which does not only assist in meeting the nation's social, political, moral, cultural and economic aspirations but also inculcates in the citizens knowledge, skills, dexterity, character and desirable values that promotes national development and self-actualization (Ugwu, 2015).

Technical and vocational education on the other hand is a form of education that in addition to general education, it facilitates the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life' (NPE 2004). Technical and Vocational Education and Training (TVET) plays a vital role in technological advancement of any country as it has continued to gain prominence globally as a change agent for social, economic, technological and national development (Raimi, and Akhuemonkhan, 2014). TVET provides a pool of talented, knowledgeable and skilful persons who are creative and capable of designing, fabricating and maintaining machines and devices used to explore and process local resources for economic and technological development of the nation (Legg-jack, 2014).

For obvious reasons, many countries have showed great concern for education in general, and TVET in particular as it facilitates rapid development of the social and economic infrastructures critical for the growth of nations (Medupin, Abubakre, Adebayo, Enock, & Sulayman, 2015 ; Ashaolu, 2014). Recognizing the role of TVET, many developing countries are expanding their efforts in promoting TVET in their tertiary institutions, with the strong belief and confidence that skill development enhances productivity and sustains competitiveness in the global economy.

The TVET sector promotes rapid development in most countries of the world, particularly, the developed ones (Raimi, and Akhuemonkhan, 2014). No nation can hope to develop and grow technologically without trained individuals with relevant skills, knowledge, attitudes and abilities required to form an effective workforce in all sectors of her economy.

The emphasis placed on sound technical and vocational education programme stems from the fact that the growth and development of any country revolve around effective technical and vocational education policy and its implementation. Although, the implementation strategy and the overall development of TVET is a complex process determined by factors that are highly dependent on the professionalism and competence of stakeholders. The implementation of TVET cannot be made effective without the presence of highly trained technical and vocational teachers who are capable of imparting the right knowledge, skills and attitude to youths who will be meeting the human resources needs of the industries and other sectors of the economy (Christopher, and Chukwuma, 2014).

TVET has the potential to improve the socio-economic sector of the country. It is a vital investment for human and economic development and is influenced by the environment within which it exists. TVET is considered as a powerful instrument in bringing about the desired changes be it economic, socio-cultural and political or technological changes (Udoh & Akpan, 2014; Adu-tutu, 2014). These desired changes could not be made possible without effective teaching and learning which is determined by effective and efficient educational resources.

In Nigeria, education and technical education in particular has always been on the top priority list of the country's development plans, yet it is still far from being ready for the challenges of the 21st-century world of work. Numerous scholars e.g. (Yusoff, 2013; Oseni, 2011; Geneva, 2008 & Isyaku, 2002) suggested that the problem is connected to the quality of the teachers in the country. For example, Isyaku (2002)

pointed that "no nation can rise above the quality of its teachers". The effects are more severe with TVET as a skilled oriented programme from which the nation's technological achievements are made possible. Therefore, quality skills, creativity and expertise of the nation's teachers count in its quest for technological development and emancipation. These characteristics cannot be achieved without adequate knowledgeable, dedicated, motivated and committed teachers and functional curriculum.

According to Ugwu, (2015) a teacher is a "professional, who in an educationally and morally accepted manner, imparts knowledge, and learning experiences at his/her disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skill being imparted". In other words, a teacher is a person knowledgeable in a given discipline who provides education for students. Teachers are often considered as the most essential among the educational resources. They facilitate, shape and model the whole process of education (Hassan & Maizam, 2016; Coe, Aloisi, Higgins, & Major, 2014). A teacher by the virtue of his position and role is one of the principal agents of the transmission, acquisition of knowledge. In addition, the teacher also acts as a principal agent in the transmission and development of culture in today's society. He is the one who influence or defaces students' personality through his teaching. The teacher deals with the human material during the most impressionable period of life. He is obliged to make a tremendous impact on the character, personality, intellectual growth, attitude and value on students' future (Shahmohammadi, 2014). Thus, the teacher should have a keen sense of values, positive attitude and a good ability for teaching so that he can guide the entire generation. Consequently, the preparation of such an important functionary must be given the highest priority.

1.1 Background

In Nigeria, the roles played by teachers in most educational institutions particularly in technical education institutions so far has not been encouraging by their quality and performance. For example, studies conducted on TVET teachers by Karumba (2014), Dasmani (2011) and Puyate (2008) revealed that the majority of TVET trainee teachers fail their final year examinations. Failures of TVET trainee teachers were

attributed to many challenges facing them such as poor teacher motivation (Saleem, 2014; Said Salim Ahamed Al-Harthy, 2013), negative teachers' attitude (Karr, 2011; Mucci, 2010; poor teaching and learning environment (Idialu, 2009), inadequate subject mastery by the teacher (Abdulwahab & Usman, 2014), and poor teaching method used by the teachers (Anike & Mercy, 2015; OECD, 2010). In addition, Sariçoban & Sakizli, (2006) stressed that internal and external factors such as attitudes, motivations and methods of teaching and the classroom atmosphere all together affects teachers teaching effectiveness. Effective teaching and learning take place only when the environment is conducive for both the teacher and the learner (Idialu, 2009).

Researchers and scholars on teaching and learning of Engineering Drawing in technical institutions such as Abdulwahab and Usman (2014); Elom (2014) and Kosse and Senadeera (2011) have in their various works revealed that technical teachers use traditional method in teaching Engineering Drawing and they are in short of some desired Engineering Drawing competencies that limit their performance to the few they can handle leaving other areas of competencies un-taught. When such practices continue, the end result of the teaching and learning of the Engineering Drawing in most technical institutions, particularly at the tertiary levels will lead to students' poor performance and the development of negative attitude with regard to the Engineering Drawing course. In a related study, the teaching methods used by technical teachers was discovered to be one of the major factor causing students' poor performance in Engineering Drawing in most technical institutions. As result, there is a demand for radical consideration of innovative teaching methods so as to be able to develop and promote expertise among the technical education students to be able to function effectively in their future careers (Zhu & Wang, 2014 and Sarfo, 2011). According to Igbinomwanhia and Aliu 2013; Diraso *et al.* (2013); Khoza (2004) major factors resulting in students' poor academic performance in Engineering Drawing are, teacher factor; teaching and learning environment coupled with inadequate time allocated to the course; lack of necessary instruments/equipment and poor students' background, makes them perform poorly.

Teacher factor in any school context can have significant effects on various school outcomes measures particularly students' academic achievement. Gurney (2007) and Azam & Kingdon (2014) stated that teacher factors involve two major issues, teacher quality and teaching quality. The teacher qualities are bundles of

personality traits, skills, and understandings the teacher brings to teaching, including dispositions to behave in certain ways. Whereas teaching quality has to do with the teachers' knowledge, skills, and dispositions with strong instructional methods used by the teachers that enable a wide range of students to learn (Darling-hammond, 2009).

Teachers' quality with respect to attitudes and motivations towards teaching performance are two essential factors that require critical empirical analysis. Literatures have shown that attitudes and motivation have a crucial role in educational achievements (Pintrich & Schunk, 1996). They are rooted in experience and do not become automatic, routine conduct. Additionally, "attitude" means the individual's prevailing predisposition to respond favourably or unfavourably to an object (person or group of people, institutions or events) (Morris, Charles, & Maisto, 2003). Attitude is defined as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Attitudes are habitual ways of reacting to situations (Fishbein & Ajzen, 1975). It is a term reserved for an opinion, which denotes a person's total inclination towards an object, idea or institution. Attitudes can be positive (values) or negative (prejudices) or neutral. Attitude can then be seen as a predisposition to perceive, feel or behave towards specific objects or certain people in a particular manner. Ben-Yami (1997) affirmed that different individuals have different mental dispositions such as beliefs, intentions, likes and dislikes, experiences, hopes and desires. All these characteristics are components of attitude which may affect teaching Engineering Drawing.

According to Kreitner, Kinicki, & Cole (2007), there are three components of attitudes: affective, cognitive and behavioural. The affective component is a feeling and emotion one has towards an object or situation. The cognitive component is the knowledge and skills one has about an object or situation, while the behavioural component of attitude on the other hand symbolises how one plans to act or behave towards circumstance someone or something (Kreitner *et al.*, 2007). In most situations, the three components appear concurrently to shape teachers' classroom postures, through direct and indirect interaction between society, school and teachers (Leite, 1994). Besides, teachers' styles and attitudes are strong context outcomes entrenched in experience. According to Pintrich & Schunk (1996), teachers with positive attitudes and motivated display interest in school activities, feel self-efficacious, expand efforts to succeed, persist at teaching tasks, and use innovative strategies to accomplish educational goals.

There has been a number of studies for example, Patrick (2014); Ahmad, *et al.* (2013); Mattoo & Buchoo (2014); Chandrakant Borase (2014); and Abdullah, Abidin, Luan, Majid, & Atan (2006) that investigated effects of teachers' attitude on their teaching performance in general; the teaching attitude of teachers affects their behaviours in the classroom, the behaviour of their students as well as how attitudes have influence on performance. They found out that there is a significant relationship between attitude towards teaching and academic achievements and that teachers who possess positive attitudes perform better in the teaching process than those with negative attitudes. Their positive attitudes towards teaching made them punctual in school, respect their colleagues, students and engage in school academic activities enthusiastically. Consequently, the opposite is that teachers with negative attitudes tend to exhibit behaviours that are incongruent with the objectives of school (Iwu, Gwija, Benedict, & Tengeh, 2013). Thus, most of these studies submitted that teachers' attitude towards teaching is among the important factors that enhance their occupational task performance in a classroom setup.

Motivation, on the other hand, is a force, whether internal or external factors that drives an individual to achieve a certain goal. Motivation is defined as something that energizes, direct and sustains behaviours towards goal-directed behaviour (Valencia, 2012). In a study conducted by Mahama (2012) and Akram, (2010), they remarked that teacher motivation is an important factor in teaching profession because it is highly correlated with the quality of education.

So many studies showed that reinforcement, particularly the use of assorted fascinating activities, emerging techniques, setting expectations and use of rewards, creation of conducive working environment in schools and provision of adequate teaching materials, plays an influential role in teaching and learning process, teachers would be motivated to perform better hence good students' performance in the examinations (Gitonga, 2014; Nyakundi, 2012; Abdulsalam & Mawoli, 2012 and Ololube, 2006). As such, educational administrators have obligations of ensuring that teachers perform their tasks to the best of their abilities through improved environment for motivation. The work of Wu, Tsai, Yang, Huang, & Lin (2012) revealed the teachers' characteristics, students characteristics, extents and levels of enthusiastic teaching approaches, and properties of the subject influenced motivation to teach and learn the subject. From the above review, the studies assessed either teacher's attitude

and motivation or both, and the role the two factors play in teaching effectiveness and students' performances in examinations of diverse subjects at different levels.

1.2 Statement of the problem

The poor and differential scholastic achievements of students in Engineering Drawing courses in technical colleges and tertiary institutions in Nigeria have been a continuous source of concern (Abdulwahab & Usman, 2014; Igbinomwanhia & Aliu, 2013; Kudabo, 2012). This is evident in the five years (2009 to 2013) results of students' performances in National Business and Technical Examination Board (NABTEB) in building/mechanical drawing course. Table 1.1 shows the details of the student performances in building/mechanical drawing courses.

Table 1.1: Students' performances in building/mechanical Engineering drawing courses GTC) Gamawa exams and records office

YEAR	No. OF STUDENTS	CREDIT A1-C6	% CREDIT A1-C6	PASS P7-P8	PASS P7-P8	No. Fail	% FAIL
2009	130	7	5.38	57	43.84	66	50.79
2010	158	4	2.53	100	63.29	54	34.17
2011	204	60	29.41	128	2.74	15	7.35
2012	232	7	3.01	7	3.01	218	93.96
2013	31	84	25.37	41	42.59	106	32.02
TOTAL	**1,055**	**162**		**433**		**460**	

The result in table 1.1 shows that in the period under review, only 162 students representing 15.35% passed their course at credit level, while 893 students representing 84.65% will not be able to secure admission into any tertiary institutions in Nigeria, because a minimum of five (5) credits is required to qualify an applicant to secure the admission. Based on previous literature review findings, the poor performance of the students could be attributed to teachers' performance in teaching Engineering Drawing. Teachers' performance on the other hand could be attributed to their motivation and attitude.

Although numerous studies have been conducted in Nigeria and other countries addressing teachers' attitudes and motivations, most of the studies were based on the effects of these factors separately. Some of the studies examined teachers attitude e.g. Kamal & Muideen (2014); Omoniyi, Akinsete, Omoniyi & Mary (2013);

REFERENCES

Aarabi, M. S., Subramaniam, I. D., & Akeel, A. B. A. A. B. (2013). Relationship between motivational factors and job performance of employees in Malaysian service industry. *Asian Social Science*, *9*(9), 301–310. http://doi.org/10.5539/ass.v9n9p301

Abdullah, N. A., Abidin, M. J. Z., Luan, W. S., Majid, O., & Atan, H. (2006). The Attitude and Motivation of English Language Teachers towards the Use of Computers. *Malaysian Online Journal of Instructional Technology (MOJIT)*, *3*(1), 56–67.

Abdulsalam, D., & Abubakar Mawoli, M. (2012). Motivation and Job Performance of Academic Staff of State Universities in Nigeria: The Case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, *7*(14), 7.

Abdulwahab, S., & Usman, A. (2014). Competencies Required by Technical Drawing Teachers in Technical Colleges. *Journal of Research & Method in Education (IOSR-JRME)*, *4*(2), 32–37.

Adeyemi, S. B., & Oyetade, E. M. (2011). Motivating the Primary School Teachers For Effective Classroom Performance : A Strategy For Sustainable Development In Nigeria. *European Journal of Educational Studies*, *3*(3), 587–594.

Adeyinka, A., Asabi, R. O., & Adedotun, O. O. (2013). Teachers` Motivation on Students` Performance in Mathematics in Government Secondary Schools, Makurdi Lg Area. *International Journal of Humanities and Social Science Invention*, *2*(5), 35–41.

Adu-tutu, E. (2014). Predictors of Socio-economic Profiles and Mathematics Achievement in Grade Eight Students ' in Ghana. *University of Helsinki Faculty of Social Sciences Social Policy Master ´ S Thesis October 2014*, (October).

Ahmad, A., & Sahak, R. (2009). Teacher-Student Attachment and Teachers ' Attitudes Towards Work. *Jurnal Pendidik Dan Pendidikan*, *24*(2000), 55–72.

Ahmad, S., & Zeb, S. & R. (2013). Effects of Professional Attitude of Teachers on their Teaching Performance : Case of Government Secondary School Teachers in. *Educational and Social Research*, *3*.

Ajzen, I. (1989). Attitude Structure and Behaviour (p. 274). Lawrence Eribaum Associates, Hillsdale, New Jersey Hove and London.

Akpan, I. U. (2013). The Influence of Motivat ion of Teachers ' and Their Incentives in Akwa Ibom State, Nigeria. *International Journal of Modern Management Sciences*, *2*(2), 87–93.

Akram, M. J. (2010). *Factors affecting the performance of teachers at higher secondary level in punjab factors affecting the performance of teachers at higher secondary level. University Institute of Education and Research Pir Mehr Ali Shah Arid Agriculture University Rawalpi*.

Akyeampong, Kwame Bennell, P. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. *Department for International Development DFID: Educational Papers*, 114.

Akyeampong, P. B. and K. (2006). *Teacher Motivation in Sub-Saharan Africa and South Asia*.

Al Harthy, S. S. H., Jamaluddin, S., & Abedalaziz, N. A. (2013). Teachers' Attitudes and Performance : An Analysis of Effects Due to Teaching Experience. *International Interdisciplinary Journal of Education*, *2*(9), 889–894.

Aliakbari, M., & Alhossein, I. (2015). On the role of Attitudes and Motivation in students ' performance in Iranian university entrance exam. *Cumhuriyet University Faculty of Science Science Journal (CSJ)*, *36*(No: 3 Special Issue).

Alias, M., Akasah, Z. A., & Kesot, M. J. (2016). Relationships between Locus of Control, Self-Efficacy, Efforts and Academic Achievement among Engineering Students. *MATEC Web of Conferences*, *68*, 18004. http://doi.org/10.1051/matecconf/20166818004

Allport, G. W. (1935). Attitudes. In *Attitudes. In: Susan T Fiske - 2010 Handbook Of Social Psychology Fifth Edition*. John Wiley & Sons, Inc., Hoboken, New Jersey.

Alugchaab, R. A. (2011). *Factors that influence the motivation of basic school Teachers in Ga East Municipality: Institute of Distance Learning (IDL) Kwame Nkrumah University of Science and Technology*.

Andrus, E. P. (2006). *Getting Ready for the Classroom* (Vol. 12). SAGE Publications Inc. 2455 Teller Road Thousand Oaks, California 91320.

Andy Field. (2012). *Discovering Statistics Using SPSS*. SAGE Publications Inc. 2455 Teller Road Thousand Oaks, California 91320.

Anike, M., & Mercy, E. (2015). Instructional Supervisory Practices and Teachers ' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State , Nigeria. *Journal of Education and Practice*, *6*(23), 43–47.

Arain, A. A., Jafri, I. H., Ramzan, M., & Ali, H. (2014). Evaluating the Impact of Teachers ' Remuneration on the Performance of Students : Evidence from PISA. *International Journal of Science and Research*, *3*(5), 1674–1683.

Armstrong, M. (2009). *Handbook of Human Resource Management Practice* (11th ed). 525 South 4th Street, #241 Philadelphia PA 19147 USA. Retrieved from https://academic.oup.com/pq/article-abstract/47/186/84/1452956

Ashaolu, M. O. (2014). Linking engineering education and productive sector for sustainable technological development towards economic transformation in Nigeria. *Research Journal in Engineering and Applied Sciences 3(5) 350-357*, *3*(5), 350–357.

Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher′s performance in higher education institutions of Pakistan. *Future Business Journal*, *3*(2), 87–97. http://doi.org/10.1016/j.fbj.2017.05.003

Ayeni, A. J., & Afolabi, E. R. I. (2012). Teachers' instructional task performance and quality assurance of students' learning outcomes in Nigerian secondary schools. *International Journal of Research Studies in Educational Technology*, *1*(1), 33–42.

Azam, M., & Kingdon, G. (2014). Assessing Teacher Quality in India, IZA: Discussion Papers. *Journal of Development Economics*, (8622), 33. Retrieved from http://hdl.handle.net/10419/106566

B. Ogrenir. (2008). *Investigating the relationships between emotional intelligence and Preservice teachers' views of teacher effectiveness:The Pennsylvania State University*.

Babbie, E. (2012). *The Practice of Social Research* (Twelfth Ed). Wadsworth, Cengage Learning Customer & Sales Support, 1-800-354-9706.

Bahr, N., & Mellor, S. (2016). *Building quality in teaching and teacher education*. *Australian Education Review: 16*. Retrieved from http://research.acer.edu.au/cgi/viewcontent.cgi?article=1025&context=aer

Ball, D. L., Thames, M. H., Phelps, G., Loewenberg Ball, D., Thames, M. H., & Phelps, G. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education*, *59*(5), 389–407.

Barg, J. E., Ruparathna, R., Mendis, D., & Hewage, K. N. (2014). Motivating Workers in Construction. *Journal of Construction Engineering*, *2014*(12), 1–11. http://doi.org/10.1155/2014/703084

Barros, S. D. S., & Elia, M. F. (2003). Physics Teacher's Attitudes : How Do They Affect the Reality of the Classroom and Models for Change ? Retrieved from https://www.univie.ac.at/pluslucis/Archiv/ICPE/D2.html

Ben Yami, H. (1997). Against Characterizing Mental States as Propositional Attitudes. *TThe Philosophical Quarterly*, *1997*, *47*(186), 84–89. Retrieved from https://academic.oup.com/pq/article-abstract/47/186/84/1452956

Bhat, D. A. (2013). Quantitative Techniques - an Applied Perspective. *International Monthly Refereed Journal of Research in Management & Technology*, *II*(1), 35–44.

Birks, N. K. M. D. F. (2007). *Marketing research : an applied approach Second European Edition*. Prentice Hall, Inc., a Pearson Education company Copyright.

Blau, G. (1993). Operationalising Direction and Level of Effort and Testing Teir relationship to Individual Job Performance. *Organisational Behaviour and Human Decision*.

Bollen, K. A. (1989). *Structural Equations with Latent Variables*. John Wiley & Sons, Inc. New York • Chichester . Brisbane . Toronto • Singapore.

Borman, W. C., Penner, L. A., Allen, T. D., & Motowidlo, S. J. (2001). Personality Predictors of Citizenship Performance. *International Journal of Selection and Assessment*, *9*(1&2), 52–69. http://doi.org/10.1111/1468-2389.00163

Brophy, J., & Thomans, L. G. (1984). Teacher Behaviour and Student Achievement. 252 Erickson Hall Michigan State University: the Institute for Research on Teaching.

Brown, T. Sam A. Mezieobi, A. Sam Ernest-Ehibudu, I. . 1. (2017). Social studies teachers and students attitudes toward Cooperative learning method in junior secondary schools in Port harcourt local government area of rivers state, Nigeria. *International Journal of Education, Learning and Development*, *5*(2), 1–7.

Brown, K. W., Cozby, P. C., Kee, D. W., & Worden, P. E. (1995). *Research Methods in Human Development*. MayfieldMayfield Publishing Company 1280 Villa

Street Mountain View, California 94041 Sponsoring.

Brown, T. A. (2015). *Confirmatory Factor Analysis for Applied Research*. The Guilford Press A Division of Guilford Publications, Inc. 72 Spring Street, New York, NY 10012.

Bruce Abernethy, P., Vaughan Kippers, P., Stephanie J. Hanrahan, P., Marcus G. Pandy, P., Alison M. McManus, P., & Laurel Mackinnon, P. (n.d.). *Biophysical Foundations of Human Movement*.

Buela, S., & Joseph, M. C. (2015). Relationship between Personality and Teacher Effectiveness of High School Teachers. *The International Journal of Indian Psychology*, *3*(1).

Byrne, B. (2013). *Structural equation modeling with AMOS* (second edi, Vol. 1). Routledge Taylor & Francis Group 270 Madison Avenue New York, NY 10016. Retrieved from http://www.taylorandfrancis.com

Chandrakant Borase. (2014). Teaching Attitude of the B.Ed. Teacher Trainees and Secondary School Teachers. *SRJ'S Humanity and English Language*, *1*(2), 197–200.

Chedi, J. M. (2016). Technical drawing/ graphic skills acquisition for teaching and learning and challenges in technology education. *Turkish Online Journal of Educational Technology*, (August 2015).

Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education*, *55*, 68–77. http://doi.org/10.1016/j.tate.2016.01.001

Chien, H., & Lin, K. (2012). Examining The Relationship Between Teachers ' Attitudes And Motivation Toward Web-Based Professional Development : A Structural Equation Modeling Approach. *The Turkish Online Journal of Educational Technology*, *11*(2), 120–127.

Christopher, O., Ph, N., Chukwuma, D. F., & State, I. (2014). Technical Vocational Education And Training For Industrial Development and Economic Growth. *International Journal of Innovative Education Research 2*, *2*(1), 37–44.

Cliff, N. (1983). Some cautions concerning the application of causal modeling methods. *Multivriate Behavioural Research*, *18*, 115–126.

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching?: Review of the underpinning research, (October), 1–57. Retrieved from http://www.suttontrust.com/researcharchive/great-teaching/

Cohen, B. H., & Lea, R. B. (2004). *Essentials of Statistics for the Social and Behavioral Sciences (Essentials of Behavioral Science)*.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education Routledge 270 Madison Avenue, New York, NY 10016*.

Collie, R. J., & Martin, A. J. (2016). *The Significance of Teachers' Adaptability. The Association of Independent Schools (AIS) of New South Wales Limited*.

Commission, E. (2018). Horizon 2020 â€™ s SME Instrument Guidelines for Applicants, 1–21.

Connor, C. M., Morrison, F. J., Fishman, B. J., Ponitz, C. C., Glasney, S., Underwood, P. S., … Schatschneider, C. (2009). The ISI Classroom Observation System: Examining the Literacy Instruction Provided to Individual Students. *Educational Researcher*, *38*(2), 85–99. http://doi.org/10.3102/0013189X09332373

Cresswell. (2012). *Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative. Upper Saddle River, NJ: Prentice Hall.*

Curby, T. W., Rudasill, K. M., Edwards, T., & Pérez-Edgar, K. (2011). The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament. *School Psychology Quarterly*, *26*(2), 175–188. http://doi.org/10.1037/a0023042

Danielson, C. (2008). *The handbook for enhancing professional practice : using the framework for teaching in your school*.

Darling-hammond, L. (2009). Recognizing and Enhancing Teacher Effectiveness. *The International Journal of Educational and Psychological Assessment*, *3*(December), 1–25.

Davies, B., Nambiar, N., Hemphill, C., Devietti, E., Massengale, A., Mccredie, P., … Hemphill, C. (2016). Intrinsic Motivation in Physical Education. *Journal InformationInformation*, *3084*(March). http://doi.org/10.1080/07303084.2015.1075922

De Vaus, D. (2005). *Surveys in Social Research*. RAllen & Unwin, 83 Alexander Street, Crows Nest NSW 2065 PO Box 8500, St Leonards NSW 1590, Australia.

Denhart, J. V., & B., R. (2007). *The New Public Service Expanded Edition Serving, not Steering*. American National Standard for Information Sciences Permanence of Paper for Printed Library Materials, ANSI Z 39.48-1984.

Dennis, M. (2012). *A study of how teachers show love in the classroom. Doctor of Education, George Fox University*. George Fox University Scool of Education

Newberg, Oregon.

Detmar W. Straub. (1989). Validating Instruments In MIS Research. Management Information System Center, University of Minnesot. *JSTOR.Org*.

Diefendorff, J. M., & Chandler, M. M. (2011). *Motivating employees. APA handbook of industrial and organizational psychology* (Vol. 3).

Diraso, D. K., Manabete, S. S., Amalo, K., Mbudai, Y. D., Arabi, A. S., & Jaoji, A. A. (2013). Evalua tion of students ' performance in technical and engineering drawing towards an effective career choice in engineering and technical and vocational education, *2*(April), 89–97.

Dixon, L. Q., & Smith, D. (2016). Pre-Service Teacher Attitudes Toward English Language Learners. *NABE Journal of Research and Practice, 7(1)*, 1–31.

Dominic, A., Joshua, S., & Jide, L. (2015). The use of data in policy-making in nigeria's educational sector: implications for national development. In *10th International Technology, Education and Development Conference* (pp. 3651–3689). Valencia, Spain.

Duyar, I., & Normore, A. H. (2015). Chapter 4 Performance Beyond Expectations, (January 2012), 87–116. http://doi.org/10.1108/S1479-3660(2012)0000013009

Duyar, I., Ras, N., & Pearson, C. L. (2015). Analysis of teachers' task and extra-role performance under different autonomy regimes. *International Journal of Productivity and Performance Management*, *64*(4), 499–522. http://doi.org/10.1108/IJPPM-06-2013-0103

Eagly, Alice H. Chaiken, S. C. (1946). *The psychology of attitudes. Psychological review* (Vol. 53). http://doi.org/10.1037/h0062252

Elfrianto. (2015). The Correlation Between Achievement Motivation, Attitude Of Teaching And Teaching Experience With The Ability Of Teachers In Teaching And Learning At Muhammadiyah Junior Schoolsin Medan. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, *20*(4), 52–56.

Eliasu, I., Abdul Razak, A., & Jatuat, W. (2016). State of academic facilities and its influence on teachers job stress in Tamale polytechnic. *African Journal of Business Management*, *10*(2).

Ememe, O. N., Egu, R. H. N., & Ezeh, C. S. (2013). Teacher Motivation for Educational Transformation. *Asian Journal of Social Sciences & Humanities Okorie*, *2*(2), 521–529.

Field, A. (2012). *Discovering Statistics Using SPSS*. *Statistics* (Vol. 58). SAGE

Publications Inc. 2455 Teller Road Thousand Oaks, California 91320. Retrieved from http://sro.sussex.ac.uk/38823/

Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). Handbook of Social Psychology. *Recherche*, *2*, 810. http://doi.org/10.1037/h0039639

Gagne, P., & Tewksbury, R. (1999). Knowledge and Power, Body and Self : An Analysis of Knowledge Systems and the Transgendered Self. *The Sociological Quarterly*, *40*(1), 59–83.

Gao, Minghui, L. Q. (2013). Personality Traits of Effective Teachers Represented in the Narratives of American and Chinese Preservice Teachers : A Cross-Cultural Comparison Arkansas State University Beijing Institute of Fashion Technology. *International Journal of Human and Social Science*, *3*(2), 12.

Geneva, F. (2008). The Development of Education National Report of Nigeria By The Federal Ministry of Education For The Forty-Eighth Session of The International Conference on Education (Ice) Theme : Inclusive Education :

George, A., & Leech, N. L. (2015). *IBM SPSS for Intermediate Statistics*. Routledge 711 Third Avenue, New York, NY 10017.

George, D., & Mallery, P. (2003). SPSS for windows step by step: A simple guide and reference answers to selected exercises. Retrieved from http://wps.ablongman.com/wps/media/objects/385/394732/george4answers.pdf

Gitonga, D. W. (2014). Influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Imenti South district Kenya.

Godwin, B. A., & Okoronka, U. A. (2015). Attitude and Academic Performance of Senior Secondary School Students in Physics in Nigeria. In *International Conference on Education, Social Sciences and Humanities* (pp. 499–508).

Goel, S. (2011). *Teacher Effectiveness Of School Teachers In Relation To Their Job Satisfaction , Personality And Mental Health*.

Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Research*, *8*(4), 597–607.

Gorard, S. (2013). The death of " quantitative " methods ? In *The British Educational Research Association Annual Conference* (p. 40). Heriot Watt University, Edinburgh, September 3-6. Retrieved from https://www.leeds.ac.uk/educol/documents/174130.pdf

Gurney, P. (2007). Five factors for effective teaching. *New Zealand Journal of*

Teachers' Work, *4*(2).

Hair, Joseph F. Black, William C. Babin, Barry J. Anderson, R. E. (2010). Multivariate Data Analysis.pdf.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate Data Analysis. *Vectors*.

Hale, J. L., Householder, B. J., & Greene, K. L. (2003). Theory of reasoned action. *The Persuasion Handbook Developments in Theory and Practice*. http://doi.org/10.1016/S0002-8223(99)00012-7

Hamid, S. R. A., Hassan, S. S. S., & Ismail, N. A. H. (2012). Teaching quality and performance among experienced teachers in Malaysia. *Australian Journal of Teacher Education*, *37*(11), 85–103. http://doi.org/10.14221/ajte.2012v37n11.2

Hamre, B. K., & Pianta, R. C. (2016). Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure ? Author (s): Bridget K . Hamre and Robert C . Pianta Published by : Wiley on behalf of the Society for Research in Child Devel, *76*(5), 949–967.

Hanushek, E., & Wößmann, L. (2007). The Role of Education Quality in Economic Growth The Role of School Improvement in Economic Development, 1–94. http://doi.org/10.2139/ssrn.960379

Harkness, J. (2010). VII . Adaptation Why adapt questions ?, 1–19.

Hart, W., & Gable, P. A. (2013). Motivating goal pursuit: The role of affect motivational intensity and activated goals. *Journal of Experimental Social Psychology*, *49*(5), 922–926. http://doi.org/10.1016/j.jesp.2013.05.002

Hassan, B., Maizam, A., A. H. (2016). The influence of teachers' attitude on their occupational task performance in teaching engineering drawing. *Journal of Education and Social Sciences, Vol. 4, (June)*, *4*, 164–169.

Hassan, N., Jani, S. H. M., Som, R. M., Hamid, N. Z. A., & Azizam, N. A. (2015). The Relationship between Emotional Intelligence and Teaching Effectiveness among Lecturers at Universiti Teknologi MARA, Puncak Alam, Malaysia. *International Journal of Social Science and Humanity*, *5*(1), 1–5. http://doi.org/10.7763/IJSSH.2015.V5.411

Hattie, J. (2009). Visible Learning by John Hattie Summary.

Heggart, K. (2016). How important is Subject Matter Knowledge for a Teacher ?

Henseler, J., Ringle, C. M., & Sarstedt, M. (2014). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of*

the Academy of Marketing Science, *43*(1), 115–135.

Herzberg, F. (2000). *Frederick Herzberg The hygiene motivation theory Thinker 001: Charterd Management Institute*.

Hinkin, T. . R., Tracey, J. . B., & Enz, C. A. (1997). Scale construction: Developing reliable and valid measurement instruments. *Journal of Hospitality and Tourism Research*, *21*(1), 100–120.

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55.

Huck, S. W. (2012). *Reading Statistics and Research*.

Hundley, E. R. van T. and V. (1998). The importance of pilot studies, (35).

Hussain, L., Jamil, A., Noor, A., Sibtain, M. and Shah, S. M. A. (2011). Relationship between the professional attitudes of secondary school teachers with their teaching behavior. *International Journal of Academic Research in Business and Social Sciences*, *1*(3), 1(3), 38.

Idialu, E. E. (2009). Creating Effective Teaching and Learning Environments: First Results from TALIS (Executive Summary). *Learning*.

Igbinomwanhia, D.I. and Aliu, S. . (2013). Investigation of the Continuing Poor Performance in Engineering Drawing in Nigerian Universities – A Case Study of The University of Benin, *2*(5), 346–350.

Iordache, S. (2014). Motivation and Performance in Education. *Buletin Stiintific*, *38*(2), 114–119. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=100330491&site=ehost-live

Iqbal, A., Said, H., Zeb, A., Shihatullah, & Rehman, K. U. (2013). Effects of Professional Attitude of Teachers on their Teaching Performance: Case of Government Secondary School Teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan. *Journal of Educational and Social Research*, *3*(1), 8.

Iqbal, M., Abdullah, M. and T., & Bichoo. (2014). Attitude of Secondary School Teachers Towards Teaching With Special Reference to Rural and Urban Background Associate Professor , Faculty of Education , University of Kashmir, (2010).

Iwu, C., Gwija, S., Benedict, H., & Tengeh, R. (2013). Teacher job satisfaction and learner performance in South Africa, *5*(12), 838–850.

Jennings, J. L., & Diprete, T. A. (2009). No Title.

Justine, N. (2011). Motivational practices and teachers performance in Jinja Municipality Secondar Schools, Jinja District, Uganda, 70.

Kadi, A., Beytekin, O. F., & Arslan, H. (2015). A Research on the Burnout and the Teaching Profession Attitudes of Teacher Candidates. *Journal of Education and Training Studies*, *3*(2).

Kamal, A., & Muideen, R. (2014). Relationship between teacher ' s attitude and student ' s academic achievemnt in senior secondary school chemistry . A case study of Ijebu-Ode and Odogbolu Local Government Area of Ogun state. *Wudpecker Journal of Educational Research*, *3*(April), 35–43.

Karr, C. (2011). *The Attitude of Teachers towards Teaching Reading in the Content Areas. University of the West Indies: Masters Thesis.*

Katerberg, R., & Blau, G. J. (1983). An examination of level and direction of effort and job performance. *Academy of Management Journal*, *26*(2).

Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction. A narrative-biographical study on teacher socialisation. *Teaching and Teacher Education*, *18*(1), 105–120. http://doi.org/10.1016/S0742-051X(01)00053-1

Khalid, A., Yasmin, S., & Azeem, M. (2011). Impact of Teacher's Background and Behavior on Students Learning. *International Journal of Human Resource Studies*, *1*(2), 60–88.

Khan, A., Development, H. R., Shah, I. M., Resource, H., Khan, S., & Gul, S. (2012). Teachers ' Stress , Performance & Resources The Moderating Effects of Resources on Stress & Performance Conceptualizing Teachers ' Stress, *2*(2), 21–29.

Khoza S. D. (2004). Academic Performance of Engineering Drawing N2 Students of Ekurhuleni West College (Ewc), (November).

Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, *65*(23), 2276–2284. http://doi.org/10.2146/ajhp070364

Kingdom, E. O., & Maekae, J. (2013). The role of education in national development: Nigerian experience. *European Scientific Journal*, *9*(28), 312–320.

Kitjaroonchai, N. (2013). Primary and Lower Secondary School Teachers ' Attitudes toward English Language Learning : A Case Study of Teachers in Muak Lek and Wang Muang Districts , Saraburi Province, *8*(1), 49–68.

Kline, R. B. (2016). *Principles and Practice of Structural Equation Modeling*. The Guilford Press, Inc. 370 Seventh Avenue, Suite 1200, New York, NY 10001 www.guilford.com.

Knowles, E., & Kerkman, D. (2007). An Investigation of Students Attitude and Motivation toward Online Learning. *A Journal of the Center for Excellence in Teaching and Learning*, *2*.

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., De Vet, H. C. W., & Van Der Beek, A. J. (2014). Measuring individual work performance: Identifying and selecting indicators. *Work*, *48*(2), 229–238. http://doi.org/10.3233/WOR-131659

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & van der Beek, A. J. (2011). Conceptual Frameworks of Individual Work Performance. *Journal of Occupational and Environmental Medicine*, *53*(8), 856–866. http://doi.org/10.1097/JOM.0b013e318226a763

Korthagen, F. a. J. (2009). *Teaching Practices, Teachers' Beliefs and Attitudes*. *Creating Effective Teaching and Learning Environments: First Results from TALIS*. http://doi.org/ORG/10.1787/607814526732

Kreitner, R., Kinicki, A., & Cole, N. (2007). Fundamentals of Organizational Behaviour Key Concepts, Skills, and Best Practices. *McGraw-Hill Ryerson*, 360.

Krejcie, R. V, & Morgan, D. W. (1970). Determining Sample Size for Research Activities Robert, *38*.

Kudabo, E. . (2012). Strategies for Improving Performance of Technical College Students in Technical Drawing in Kwara State , Nigeria. In *Proceedings of the 21st CAPA international conference held in Mombasa, kenya. Sarova Whitesands beach resort & spa* (pp. 106–113).

Kyriakides, L., Creemers, B. P. M., & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, *25*(1), 12–23. http://doi.org/10.1016/j.tate.2008.06.001

Lasagabaster, D., & Sierra, J. M. (2011). Classroom observation: Desirable conditions established by teachers. *European Journal of Teacher Education*, *34*(4), 449–463. http://doi.org/10.1080/02619768.2011.587113

Latham, L. and. (2013). *New developments in goal setting and task performance*.

Lawal, B. O. (2012). Attitude of students towards technical education in Osun state. *Asian Social Science*, *8*(3), 208–217.

Lee, K. (2005). Operationalisation Process of a theoritical Concept. Social Research Semester A.

Leech, N. L., Barrett, Karen C., & Morgan, George A. (2005). *SPSS for Intermidiate Statistics* (Second). New Jersey: Lawrence Erlbuaum Associates.

Legg-jack, D. W. (2014). Employability skills of Technical College graduates : A case for Government Technical College (GTC) in Ahoada Rivers State Nigeria by.

Li, L. K. Y. (2012). A Study of the Attitude , Self-efficacy , Effort and Academic Achievement of CityU Students towards Research Methods and Statistics. *Discovery SS Student E - Journal*, *1*, 154–183.

Liakopoulou, M. (2011). The Professional Competence of Teachers : Which qualities , attitudes , skills and knowledge contribute to a teacher ' s effectiveness ? *International Journal of Humanities and Social Science*, *1*(21), 66–78.

Lily Sena, A. (2008). (Hrmpd) Framework for Large Construction Companies, 392.

Lucky, E. O. (2013). *The teaching qualification, Characteristics, competence and lecturer performance: a case study at the university of ilorin, Nigeria. Master of science (edu. Management) universiti utara malaysia*.

M. Fishbein, & Ajzen, I. (1975). *Blief, Attitudes, Intention and Behaviour An Introduction to The theory of Reasoned Actio.pdf*.

Mahama, W. B. (2012). *Teacher motivation and quality education delivery: a study of public basic schools in Tamale Metropolis in Ghana: Kwame Nkrumah University of Science and Technology*.

Malakand, Pakhtunkhwa, K., Ahmad, I., & Zeb, A. (2013). Effects of Professional Attitude of Teachers on their Teaching Performance: Case of Government Secondary School Teachers Pakhtunkhwa in Malakand Region, Khyber Pakhtunkhwa. *Journal of Educational and Social Research*, *3*(January), 8.

Maniraho, S. (2013). Attitudes and Motivation of Teacher Training College Teachers And Students Toward English Learning and Use as Medium of Instruction in Rwanda, (September).

Mann, C. J. (2003). Observational research methods . Research design II : *Emerg Med*, *20*, 54–61.

Martin, D. C., & Bartol, K. M. (1998). Performance Appraisal: Maintaining System Effectiveness. *Public Personnel Management*, *27*(2), 223–230.

Martin Fishbein and Icek Ajzen. (1975). Blief, Attitudes, Intention and Behaviour: An Introduction to The theory of Reasoned Action (TRA). Reading, Massachusetts.

Menlo Park, Califonia.

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, *61*(1), 6–18.

Marzban, H., Sadighi, F., & Branch, S. (2013). A Study of The Impact of Motivation and Attitude on Speaking in Academic Contexts : A Case of Iranian Efl University Students. *International Journal of Language Learning and Applied Linguistics World*, *3*(August), 154–177.

Maslow, A. H. (1954). *Motivation and Personality* (English Ed). Harper & Row,Publishers, Inc.

Mawoli, M. A. (2011). An Evaluation of Staff Motivation , Dissatisfaction and Job Performance in an Academic Setting. *Australian Journal of Business and Management Research*, *1*(9).

McLaren, S. V. (2007). Exploring perceptions and attitudes towards teaching and learning manual technical drawing in a digital age. *International Journal of Technology and Design Education*, *18*(2), 167–188. http://doi.org/10.1007/s10798-006-9020-2

Medupin, R. O., Abubakre, O. K., Adebayo, S. A., Enock, O. I., & Sulayman, F. A. (2015). Students' Academic Performance in Engineering Drawing in Nigerian Polytechnics: A Case Study of the Federal Polytechnic. *Journal of Multidisciplinary Engineering Science and Technology*, *2*(2), 3159–40.

Mehdipour, Y., & Balaramulu, D. (2013). The Influence of Teacher's Behavior on The Academic Achievement. *International Journal of Advancements in Research & Technology*, *2*(5), 8.

Miller, V. A., Reynolds, W. W., Ittenbach, R. F., Luce, M. F., & Nelson, R. M. (2010). Challenges in Measuring a New Construct: Perception of Voluntariness for Research and Treatment Decision Making Victoria, *4*(3), 21–31. http://doi.org/10.1525/jer.2009.4.3.21.Challenges

Mohammad, S., & Amirian, R. (2016). Emotional Intelligence and Self-efficacy of Iranian Teachers : A Research Study on University Degree and Teaching Experience. *Journal of Language Teaching and Research*, *7*(3), 11.

Morris, Charles G. & Maisto, A. A. (2003). 2003. Understanding Psychology Sixth Edition. New Jersey: Prentice Hall., 2003.

Mostyn, B. J. (1978). *The Attitude behaviour relation Marketing Communications Research Centre*.

Mucci, J. (2010). Personality , Attitudes , and Work Behaviors: The Principels of Management. 2010 Jupiterimages Corporation.

Mukaka, M. M. (2012). Statistics corner: A guide to appropriate use of correlation coefficient in medical research. *Malawi Medical Journal*, *24*(3), 69–71. http://doi.org/10.1016/j.cmpb.2016.01.020

Munyeka, W. (2014). The Levels of Motivation among Employees in a Selected Public Service Department. *Mediterranean Journal of Social Sciences MCSER Publishing*, *5*(20).

Muogbo, U. S. (2013a). The Impact of Employee Motivation On Organisational Performance (A Study Of Some Selected Firms In Anambra State Nigeria) BY. *International Journal of Engineering and Science*, *2*(1964), 70–80.

Muogbo, U. S. (2013b). There is a significant effect between the condition of service of teachers and student`s academic performance in mathematics, meaning that the condition of service of teachers have a direct impact on student`s academic performance in mathematics. (e) Ther. *International Journal of Engineering and Science*, *2*(1964), 70–80.

Muranda, A., Ncube, A., Mapolisa, T., & Tshabalala, T. (2015). The Impact of Teacher Motivation on Teacher Effectiveness in Bubi District of Zimbabwe. *British Journal of Education, Society & Behavioural Science*, *7*(3), 202–210.

Murphy, C., & Smith, G. (2012). The impact of a curriculum course on pre-service primary teachers' science content knowledge and attitudes towards teaching science. *Irish Educational Studies*, *31*(1), 77–95. http://doi.org/10.1080/03323315.2011.634061

Mzera, U. J. M. (2013). An Analysis of the Competitiveness of Private Colleges in Mombasa Using Porter ' S Five Forces Model. *Http://journals.jkuat.ac.ke/index.php/jscp/*, 423–435.

Nadeem, M. (2011). Teacher ' s Competencies and Factors Affecting the P erformance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan. *International Journal of Business and Social Science*, *2*(19), 217–222.

Nakpodia, E. D. (2011). The Dependent Outcome of Teachers Performance in Secondary Schools in Delta State :, *1*(1), 15–24.

Nasr, A. R. (1997). *The relationship between lecturers ' attitudes toward teaching , their teaching qualifications and student perceptions of their teaching performance: Thesis University of Wollongong*.

Nasr, A. R., & Soltani, A. K. (2011). Attitude towards Biology and Its Effects on Student's Achievement. *International Journal of Biology*, *3*(4), 100–104.

Nelson, D. B., Low, G. R., & Nelson, P. D. K. (2005). The emotionally intelligent teacher: A transformative learning model. *The International Journal of Transformative 36 Emotional Intelligence (TIJTEI)*, *7*, 7. Retrieved from https://www.researchgate.net/publication/265575256

Neuman, W. L. (2014). *Social Research: Qualitative and Quantitative Approaches. Social Research Methods: Qualitative and Quantitative Approaches*. http://doi.org/10.1234/12345678

Nhundu, T. J. (1999). Assessing Teacher Performance : A Comparison of Self- And Supervisor Ratings on Leniency , Halo And Restriction of Range Errors. *Assessing Teacher Performance Zambezia (1999), XXVI (I).*, *xxvi*(1), 35–53.

Nigerian Educational Reseach and Development Council (NERDC). (2013). Federal Republic of Nigeria National Policy on Education 2013.

Nyakundi, T. . (2012). *Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County. Master of Education In The School Of Education Of Kenyatta University*.

OECD. (2010). Learning our Lesson: Review of Quality in Higher Education. *Institutional Management in Higher Education*, 82.

Ogembo, J. O., Otanga, H., & Yaki, R. N. (2015). Students' and Teachers' Attitude and Performance in Chemistry in Secondary Schools in Kwale County, Kenya. *Global Institue for Research*, *4*(3), 39–43.

Ogunlade, J. O., & Makinde, V. I. (2012). Attitude of Teachers-in-training to Teaching Profession in the Nigerian Tertiary Institutions. *Journal of Research in Education and Society*, *3*(2), 95–100.

Ojokuku, R. M. (2013). Effect Of Performance Appraisal System On Motivation And Performance Of Academics In Nigerian Public Universities. *Australian Journal of Business and Management Research*, *3*(3), 20–28.

Okon, C., & Archibong, U. (2014). Teachers ' Attitudes to Social Studies and Students ' Academic Performance in Junior Secondary Three-Certificate Examination. *Asian Journal of Social Sciences & Humanities*, *3*(3), 44–48.

Ololube, N.P., Eke, P., Uzorka, M.C., Ekpenyong, N.S. and Nte, N. D. (2009). Instructional technology in higher education: A case of selected universities in the Niger Delta. *Asia-Pacific Forum on Science Learning and Teaching*, *10*(2),

1–17. Retrieved from http://www.ied.edu.hk/apfslt/v10_issue2/ololube/ololube2.htm

Ololube, N. P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment Nwachukwu Prince Ololube University of Helsinki Finland. *Essays in Education*, *18*.

Olusiji, L. (2016). Parents , Teachers and Peers Effects on College Students ' Motivational Intensity to Learn English. *Language in India*, *16*(April), 61–80. Retrieved from https://www.researchgate.net/publication/302561146_Parents_Teachers_and_Peers_Effects_on_College_Students'_Motivational_Intensity_to_Learn_English

Oluwasola, A. J. (2014). Professional competence of technical teachers : A factor analysis of the training needs of technical college teachers. *American Journal of Science and Technology*, *2*(1), 22–26.

Ombui, K. (2015). Effects of Reward Strategies on the Performance of Staff in Public Secondary Schools in Kiambu Sub- County. *International Journal of Science and Research*, *4*(5), 2785–2790.

Omoniyi, A. O., Akinsete, A. M., Omoniyi, Mary, B. (2013). Attitude of Teachers and School Variables in Secondary Schools in Ondo State, Nigeria. *Journal of Education and Practice*, *4*(28), 38–42.

Onasanya, S. A., Shehu, R. A., Oduwaiye, R. O., & Shehu, L. A. (2010). Higher institutions lecturers' attitudes towards integration of ICT into teaching and research in Nigeria. *Research Journal of Information Technology*. http://doi.org/10.3923/rjit.2010.1.10

Oredein, A., & Awodun, A. (2012). Impact of Teachers' Motivational Indices on Science Students' Academic Performance in Nigerian Senior Secondary Schools. *International Education Studies*, *6*(2), 49–54. http://doi.org/10.5539/ies.v6n2p49

Oseni, A. L. (2013). *The teaching qualification, Characteristics, competence and lecturer performance: a case study at the university of ilorin, Nigeria. Master of science (edu. Management) universiti utara malaysia*.

Othman, N. (2010). The Effect of Work Motivation on Teacher ' s Work Performance in Pekanbaru Senior High Schools , Riau Province , Indonesia. *SOSIOHUMANIKA, 3(2) 2010*, *3*(2), 259–272.

Pallant, J. (2002). *Spss survival manual A step by step guide to data analysis using SPSS for Windows (Version 12)*. Allen & Unwin 83 Alexander Street Crows Nest

NSW 2065 Australia.

Pandey, N. (2016). Professional Attitudes of Secondary School Teachers , Elina. *Journal of Research & Method in Education*, *6*(5), 23–25. http://doi.org/10.9790/7388-0605052325

Patrick, A. (2014). Attitude influence on performance in technical skill acquisition among formal technical trainees. *International Journal of Research Studies in Education*, *3*(5), 103–112.

Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *Educational Researcher*, *38*(2), 109–119. http://doi.org/10.3102/0013189X09332374

Pintrich, P., & Schunk, D. (1996). *Motivation in Education: Theory, Research & Applications. Englewood Cliffs, NJ: Prentice-Hall.*

Pössel, P., Moritz, R. K., Adelsonc, J. L., Bjerg, A. C., Woldridgec, D. T., & Black, S. W. (2013). Teaching Behavior and Well-Being in Students : Development and Concurrent Validity of an Instrument to Measure Student-Reported Teaching Behavior. *The Journal of Emotional Education*, *5*(2), 5–30. http://doi.org/10.1186/s13612-015-0037-8

Pulakos, E. D., Arad, S., Donovan, M. a, & Plamondon, K. E. (2000). Adaptability in the workplace: development of a taxonomy of adaptive performance. *The Journal of Applied Psychology*, *85*(4), 612–624. http://doi.org/10.1037/0021-9010.85.4.612

Raimi, L. and Akhuemonkhan, I. A. (2014). Has Technical Vocational Education and Training (TVET) impacted on Employability and National Development? *The Macrotheme Review 3(2), Spring 2014*, *2*(4), 144–160.

Rakesh, S. P., & Kiran, B. R. (2016). Attitude Towards Teaching Profession Among Pre-Service Teachers in Shivamogga City. *International Journal of Multidisciplinary Research and Modern Education*, *II*(Ii), 120–126.

Randall E. Schumacker, R. G. L. (2016). *A Beginner ' S Guide to Structural Equation Modeling.* Routledge 711 Third Avenue, New York, NY 10017 and.

Rao, C. R. J. P. M., & Rao, D. C. (2011). *Essential Statistical Methods for Medical Statistics A derivative of Handbook of Statistics : Epidemiology and Medical* (Vol. 27). http://doi.org/10.1016/B978-0-444-53737-9.50001-3

Rasheed, M. I., Humayon, A. A., Awan, U., & Ahmed, A. ud D. (2016). Factors

affecting teachers' motivation. *International Journal of Educational Management*, *30*(1), 101–114. http://doi.org/10.1108/IJEM-04-2014-0057

Richter, M., Gendolla, G. H. E., & Wright, R. A. (2016). Three Decades of Research on Motivational Intensity Theory, 149–186. http://doi.org/10.1016/bs.adms.2016.02.001

Robert C. Pianta , Bridget K. Hamre, and J. P. A. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Handbook of Research on Student Engagement*, 515–539. http://doi.org/10.1007/978-1-4614-2018-7

Rodrigo-ruiz, D. (2016). Effect of Teachers ' Emotions on Their Students : Some Evidence. *Journal of Education & Social Policy*, *3*(4), 73–79.

Rosenzweig, M. R. (1972). Cognitive dissonance. *American Psychologist*, *27*(8), 769–769. http://doi.org/10.1037/h0038029

Rudasill, K. M., Gallagher, K. C., & White, J. M. (2010). Temperamental attention and activity, classroom emotional support, and academic achievement in third grade. *Journal of School Psychology*, *48*(2), 113–134. http://doi.org/10.1016/j.jsp.2009.11.002

Saad, S., Shah, H., Jaffari, A. R., Aziz, J., Ejaz, W., Ul-haq, I., & Raza, S. N. (2011). Workload and Performance of Employees. *Interdisciplinary Journal Of Contemporary Research In Business*, *3*(5), 256–267.

Saha, A. (2008). Role perception - The Role it plays. *Icfai University Press, HRM Review*, (February), 29–33. Retrieved from http://ssrn.com/abstract=1106548

Said Salim Ahamed Al-Harthy. (2013). *Factors affecting teachers' professional performance in their professional performance in the sultanate of Oman Thesis Submitted to the Faculty of Education , University of Malaya In Fulfillmen*.

Saleem, J. (2014). *The Attitudes and Motivation of Swedish Upper Secondary School Students towards Learning English as a Second-Language. Master Malmo University of Culture and Society*.

Samuel, L., Kwapong, A., Opoku, E., & Donyina, F. (2015). the Effect of Motivation on the Performance of Teaching Staff in Ghanaian Polytechnics: the Moderating Role of Education and Research Experience. *Global Journal of Human Resource Management*, *3*(6), 3043.

Sapp, R. J., & Anderson, E. (2015). *The Effect of Persistence on Academic Performance in K12 Inc . Public School Programs : State Test Results in Reading*

and Mathematics ,.

Sarah M. Nusser. (1950). Sample Surveys E-Source Behavioural and Social Secience. *Statistics Publications and Papers*, *256*(6618), 22–23. Retrieved from http://lib.dr.iastate.edu/ stat_las_pubs/1.

Sarfo, F. K. (2011). The Development of a Model of Technical Expertise : Towards Innovative Teaching Methods in Technical Education. *International Research Journals Review*, *2*(March), 935–942. Retrieved from http://www.interesjournals.org/ER

Šarić, M. (2015). Teachers ' emotions : a research review from a psychological perspective. *Journal of Contempurary Educational Studies*.

Sariçoban, A., & Sakizli, S. (2006). Factors Influencing How Teachers Manage Their Classrooms. *Journal of Language and Linguistic Studies*, *2*(1), 12–26.

Sarkar, D., & Behera, S. K. (2016). Attitude of College teachers towards teaching profession. *American Journal of Educational Research*, *3*(1), 8–13. http://doi.org/10.11648/j.ijsedu.s.20150301.12

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for business students fifth edition* (Fifth edit). Philip Lewis, Adrian Thornhill. —5th ed. p.

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods For Business Students* (Seventh ed). Philip Lewis and Adrian Thornhill 2016.

Schilling, J. F., Koetting, J. R., & Lac, F. Du. (2010). Underpinnings of Competency-Based Education. *Athletic Training Education Journal*, *5*(4), 165–169.

Schutt, R. K. (2011). *Investigating The Social World: The Process and Practice of Research 7* (7th Editio). SAGE Publications Inc. 2455 Teller Road Thousand Oaks, California 91320.

Selemani-Meke, E. (2013). Teacher motivation and implementation of continuing professional development programmes in Malawi. *Anthropologist*, *15*(1), 107–115.

Shafqat, S., & Shah, A. (2009). Impact Of Teacher's Behaviour On The Academic Achievement Of University Students. *Journal of College Teaching & Learning*, *6*(1), 69–74.

Shahmohammadi, N. (2014). Review on the Impact of Teachers' Behaviour on Students' Self-regulation. *Procedia - Social and Behavioral Sciences*, *114*, 130–135. http://doi.org/10.1016/j.sbspro.2013.12.672

Shuttleworth, M. (n.d.). Descriptive Research Design. Published on Explorable.com.

Retrieved from https://explorable.com

Simon, M. K. (2011). Conducting Pilot Studies. Dissertation and schoalarly research: Recipes for success (2011 ed.). Seatle, WA: Dissertation Success, LLC. Retrieved from http://dissertionrecipes.com

Skinner, E., & Belmont, M. (2002). Motivation in the Classroom. In *Mckeachies teaching tips* (p. 29). asiaeuniversity.

Smith, E. (2015). the Impact of Intrinsic and Extrinsic Rewards on Employee Motivation At a Medical Devices Company in, *5*(1).

Sonnentag,A. S., Volmer. J. and Spychala, A. (2010). Job Performance, *1*, 39–53.

Sutton, R. E., Mudrey-Camino, R., & Knight, C. C. (2009). Teachers' emotion regulation and classroom management. *Theory into Practice*, *48*(2), 130–137. http://doi.org/10.1080/00405840902776418

Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotion and teaching: A Review of the literature and directions for future research. *Educational Psychology Review*, *15*(4), 327–358. http://doi.org/10.1023/A:1026131715856

Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, *15*(4), 2003.

Tangney, J., Stuewig, J., & Mashek, D. (2007). Moral emotions and moral behaviour. *Annu Rev Psychol*, *58*, 345–72. http://doi.org/10.1146/annurev.psych.56.091103.070145.Moral

Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice*, *2007*(April), 1–16. http://doi.org/ISSN 1522-0222

The Praxis Series. (2011). Content Knowledge for Teaching : Innovations for the Next Generation of Teaching Assessments. *The 2011 Praxis Clien Conference*, 1–10.

Thompson, M. M., Zanna, M. P., & Griffin, D. W. (1995). Let' s Not Be Indifferent About (Attitudinal) Ambivalence. *AIn R. E. Petty & J. A. Krosnick (Eds.), Ohio State University Series on Attitudes and Persuasion.*, *4*(4), 361–386. Retrieved from https://www.researchgate.net/profile/Dale_Griffin2/publication/232501789_Let's_not_be_indifferent_about_attitudinal_ambivalence/links/56217db608ae93a5c927e099.pdf

Tobergte, D. R., & Curtis, S. (2013). *Confirmatory Factor Analysis for Applied Research*. *Journal of Chemical Information and Modeling* (Vol. 53).

Udoh, O. A., & Akpan, E. O. (2014). Functional Education : Rising Vocational Skills Requirements In A Global Economy. *International Journal of Research in Humanities, Arts and Literature*, *2*(6), 143–150.

Ugwu, S. C. (2015). Education and National Development: Nigerian Experience. *Knowledge Review Volume 32 No. 1*, *32*(1), 122.

Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia - Social and Behavioral Sciences*, *30*, 738–742. http://doi.org/10.1016/j.sbspro.2011.10.144

Valencia, C. (2010). The Myriad Westminster's Interactive Academic Journal. *Westminster College Academic Journal*, *1*(1), 44.

van Aalderen-Smeets, S. I., & Walma van der Molen, J. H. (2015). Improving primary teachers' attitudes toward science by attitude-focused professional development. *Journal of Research in Science Teaching*, *52*(5), 710–734. http://doi.org/10.1002/tea.21218

van Aalderen-Smeets, S. I., Walma van der Molen Juliette, H., & Asma Lieke, J. F. (2012). Primary teachers' attitudes toward science: A new theoretical framework. *Science Education*, *96*(1), 158–182. http://doi.org/10.1002/sce.20467

Vaske, J. (2008). Conceptualization and measurement. *Survey Research and Analysis: Applications in Parks, Recreation and Human Dimensions*, 59–77.

Victor, A. A. Babatunde, E. G. (2014). Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin. *International Journal of Innovation and Research in Educational Sciences*, *1*(2), 157–163.

Victor H. Vroom. (1964). *Work and motivation.* (Vol. 8). New York: Wiley, 1964. 331 p. [Carnegie Institute of Technology, Pittsburgh. PAJ.

Vijayan, P., Chakravarthi, S., & Philips, J. A. (2016). The Role of Teachers ' Behaviour and Strategies in Managing a Classroom Environment. *International Journal of Social Science and Humanity*, *6*(3), 208–215.

Von Glinow, M. (2009). Individual Behavior, Personality, and Values. *Organizational Behavior: Essentials, Second Edition*.

Vries, Marc J. de, Hanno van Keulen, Sylvia Peters, J. W. van der M. (2011). Professional Development for Primary Teachers in Science and Technology,

(January), 305. http://doi.org/10.1007/978-94-6091-713-4

Vundi, S. K., Nasongo, J. W., & Majanga, E. (2011). Influence of Teachers ' and Students ' Attitudes Towards Performance in Shorthand in Technical Training. *Current Research Journal of Social Sciences*, *3*(2), 59–65.

Walma, J., Molen, V. Der, & Aalderen-smeets, S. Van. (2013). Investigating and stimulating primary teachers ' attitudes towards science : Summary of a large-scale research project. *Frontline Learning Research*, *2*, 3–11.

Wanyonyi, K. W., Dankit, N., & C., Z. (2014). Impact of motivation as HR bundle on performance of teachers of public schools in Bungoma County. *African Journal of Business Management*, *8*(3), 101–112.

Wasiu, B. O. (2014). Reward system and employees performance in lagos state (a study of selected public secondary schools). *Arabian Journal of Business and Management Review*, *3*(8), 14–28.

Wheatley, K. F. (2016). Teacher persistence: A crucial disposition, with implications for teacher education. *Essays in Education*. Retrieved from http://www.researchgate.net/publication/268441017

Williams, B., Brown, T., & Onsman, A. (2010). Exploratory factor analysis : A five-step guide for novices. *Journal of Emergency Primary Health Care (JEPHC)*, *8*(3), 1–13. Retrieved from http://ro.ecu.edu.au/jephc/vol8/iss3/1

Wiseman, D. G., & Gilbert h. Hunt. (2014). *Best practice in motivation and management in the classroom. Contemporary management: Issues and viewpoints*. Charles C Thomas • Publisher, LTD. 2600 South First Street Springfield, Illinois 62704 This.

Wu, P. L., Tsai, C. H., Yang, T. H., Huang, S. H., & Lin, C. H. (2012). Using ARCS model to promote technical and vocational college students' motivation and achievement. *International Journal of Learning*, *18*(4), 79–92.

Yang, Y., Wang, J., & Zhang, H. (2009). The Relationship between Motivational Intensity and Achievement : Implications for the Learning of English by Chinese Students. *Asian Social Science*, *5*(10), 88–93.

Yassin, A., Ali, S., Km, J. T., & Ali, A. A. (2016). Teacher Motivation and School Performance , the Mediating Effect of Job Satisfaction : Survey from Secondary Schools in Mogadishu. *International Journal of Education and Social Science*, *3*(1), 24–38.

Youssef, A. M. S. (2012). Role of Motivation and Attitude in Introduction and

Learning of English as a Foreign Language in Libyan High Schools, *4*(2), 366–375. http://doi.org/10.5296/ijl.v4i2.1855

Yusoff, E. L. & N. B. (2013). A ConceptualFramework on Qualifications,Characteristics, Competence and Lecturer Performance for Higher Education Institutions in Nigeria. *Malaysian Online Journal of Educational Management*, *1*(3), 35–47.

Zhu, L., & Wang, K. (2014). Study on the teaching method of mechanical drawing. *International Journal of Science*, *1*(7), 82–85.

Zimbardo, P. G., & Leippe, M. R. (1991). *The psychology of attitude change and social influence*. McGraw- Hill, Inc. Temple University Press, Philadephia 19122.